Scoring Rubric

Narrative Area		4: High-Quality	3: Developing	2: Emerging	1: Insufficient
1.	Applicant Information (5 points)				
a.	Description of the program and its role within the LEA	• The program is summarized clearly. • The relationship of the program to the LEA is described. • The program is integrated into the comprehensive K-12 program.	• The program is summarized. • The relationship of the program to the LEA described.	• The program is summarized. • The relationship of the program to the LEA is not described or unclear.	• The program is not described clearly. • The relationship of the program to the LEA is not described.
b.	Demographic information for current program, including: i. Number of students who are eligible to receive free or reduced lunch ii. Number of students who are English language learners iii. Number of students who are eligible for special education services iv. Number of students the program plans to serve categorized by age v. Number of high-quality preschool classrooms that will be operating in the program	• The information and the source of the information is clearly described. • All required information is included.			• The information is not provided, or the source of the information is not provided. • Some information is missing.
c.	Current recruitment process for economically disadvantaged students and families participating in the program	• A recruitment process is described that demonstrates the program provides access to all families in the program's service area, with emphasis on families that are low-income.	• A recruitment process is described that demonstrates the program provides access to all families in the programs' service area.	• A recruitment process is described that demonstrates the program provides access to some families	• The process described does not appear to provide access to families; the program is dependent on families finding the program.

			in the programs' service area.	
2. Program Description, Gap Analysis, and Strategy for Implementation of High-Quality Components (50 points)				
a. Evidence-based curriculum aligned with **all** the developmental domains and academic content areas defined in the Utah Early Childhood Standards, including a description, gap analysis, and plan for improvement, if needed, including the following academic content areas: i. oral language and listening comprehension ii. phonological awareness and pre-reading iii. alphabet and word knowledge iv. prewriting v. book knowledge and print awareness vi. numeracy vii. creative arts viii. science and technology ix. social studies, health, and safety.	• Proposal details a research-based curriculum aligned with the Utah Early Childhood Standards. • Curriculum reflects a balance of all areas of learning and is offered in an integrated manner that reflects the holistic nature of learning. • Proposal provides a description of how the educational program can be adjusted to be developmentally appropriate for each child. • Curriculum, classroom materials, and equipment are appropriate to the developmental levels and unique needs of each child. Throughout this section: • Gap analysis clearly describes the current program in context of the required elements. • Plan for improvement clearly articulates the program's needs and goals for funding period.	• The program demonstrates most of the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.

b.	Instructional methods that demonstrate intentional and differentiated instruction in whole group, small group, and child-directed learning.
	   i. Description
	   ii. Gap analysis and plan for improvement, if needed
		• Proposal describes varied and intentional teaching strategies that are planned depending on the developmental levels and unique needs of children and include descriptions of differentiated instruction.
		• Proposal describes how staff intentionally teach and differentiate children's engagement with their environment in whole-group, small group, and child-directed learning.
		• Proposal describes how a positive, responsive, and caring environment promotes the interaction of children with adults, other children, and curriculum/materials.
		• Proposal describes how the social environment is structured to promote engagement, interaction, communication, and learning through whole-group, small group, and child-directed learning.
		
		Throughout this section:
		• Gap analysis clearly describes the current program in context of the required elements.
		• Plan for improvement clearly articulates the program's needs and goals for funding period.
			• The program demonstrates most of the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.

c.	Programs' ongoing, focused, and intensive professional development for staff of the program. i. Description	• Professional learning needs of staff are assessed in the design of the professional development program. • Proposal describes a clear, thorough and well-detailed staff development plan for all staff.	• The program demonstrates most of the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.

ii. Gap analysis and plan for improvement, if needed	• Professional development is varied and includes a full range of experiences that provide initial preparation and ongoing support. • Professional development assists all staff in understanding and overcoming barriers to equitable participation. • Professional development is intensive, focused, and of sufficient duration to achieve the purposes and goals of the program. • The plan includes adequate time for learning and implementing professional development into program application. Throughout this section: • Gap analysis clearly describes the current program in context of the required elements. • Plan for improvement clearly articulates the program's needs and goals for funding period.			

d. Process by which the program will conduct ongoing pre-, mid-, and post-assessments of a student's educational growth and developmental progress to inform instruction.
   i. Description
   ii. Gap analysis and plan for improvement, if needed
	• Program demonstrates the use of ongoing authentic assessments, including, but not limited to, observations, curriculum-based assessments, developmental checklists, portfolios of children's work, and narrative summary reports.
	• Student progress plans are developed to be reflective of the Utah Early Childhood Standards and are a part of regular, sustained communication between home and school.
		• The program demonstrates most of the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.

		• Proposal describes the program's data system capacity to collect longitudinal academic outcome data, including special education use by student, by identifying each student with a statewide unique student identifier. Throughout this section: • Gap analysis clearly describes the current program in context of the required elements. Plan for improvement clearly articulates the program's needs and goals for funding period.			
e.	Process by which the program will partner with the independent evaluator in pre- and post-evaluation, in accordance with Section 53A-1b-110, for each participating student. This could include obtaining SSID numbers, setting up and keeping assessment appointments, tracking and providing attendance data, and obtaining informed consent.	• Proposal describes how the evidence-based, statically valid assessment that will be selected by the School Readiness Board will conducted by the program. • Proposal describes how data from pre- and post-assessments will be managed.			• The program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.

f.	Ongoing progress monitoring and data collection to monitor program goal achievement and implementation of required program components.
	   i. Description
	   ii. Gap analysis and plan for improvement, if needed
		Proposal describes a well-detailed and thorough plan for the rigorous, objective, and ongoing evaluation of program and staff, during the grant period, which (1) determines whether progress is being made toward achieving the required components of a high-quality program; (2) reviews the results to make appropriate organizational or programmatic changes; and (3) examines the relationship between program implementation and program impact to determine success.	• The program demonstrates most of the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.

	Throughout this section: • Gap analysis clearly describes the current program in context of the required elements. • Plan for improvement clearly articulates the program's needs and goals for funding period.			

g. Methods by which the program encourages and supports family engagement, including ongoing communication between home and school, and parent education opportunities based on each family's circumstances.
   i. Description
  ii. Gap analysis and plan for improvement, if needed
	Proposal describes a schedule of comprehensive and integrated activities that ensure the following areas are addressed:
	• Communication between home and the program includes one-on-one conferences between teachers and parents, home visits, and regular progress reports.
	• The program accommodates the varied schedules and language barriers of parents.
	• Parent education will include developmentally appropriate practices and multiple strategies, modeled for parents to support their children's development.
	• Description of how parents, grandparents, or other caregivers are welcomed in the program and encouraged to observe their children, participate with children in group activities, and volunteer in the classroom and other areas of the program.
		• The program demonstrates most of the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• Program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.

		• Parents will be included in the development and implementation of program activities. Throughout this section: • Gap analysis clearly describes the current program in context of the required elements. Plan for improvement clearly articulates the program's needs and goals for funding period.			
h.	The plan of the program to identify and serve students with disabilities in an inclusive environment.	• Proposal provides a plan to identify and serve all students in a positive and inclusive environment. Throughout this section: • Gap analysis clearly describes the current program in context of the required elements. • Plan for improvement clearly articulates the program's needs and goals for funding period.	• The program demonstrates most of the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program addresses the standard minimally or fails to demonstrate the elements of a high-quality program.
i.	Description of program staff, including the educational level of each provider. Include information about the plan to ensure all providers meet the minimum standard of certification (CDA, AA/AS, or BA/BS).	• All teachers have, at a minimum, a CDA Certificate or an associate's or bachelor's degree in an early childhood education-related field. • A sustainable plan to ensure all providers continue to meet the minimum standard is described. • All staff role descriptions are clear, detailed, and appropriate to support a high-quality program. • Administrator is knowledgeable and experienced in operating high-quality programs.	• Most teachers have, at a minimum, a CDA Certificate or an associate's or bachelor's degree in an early childhood education-related field. • A sustainable plan to ensure all providers meet the minimum standard is described.	• Some teachers have, at a minimum, a CDA Certificate or an associate's or bachelor's degree in an early childhood education-related field. • A plan to ensure all providers meet the minimum standard is described.	• Some teachers have, at a minimum, a CDA Certificate or an associate's or bachelor's degree in an early childhood education-related field.

	Throughout this section: • Gap analysis clearly describes the current program in context of the required elements. • Plan for improvement clearly articulates the program's needs and goals for funding period.			
3. Progress Monitoring (15 points)				
a. Timeline of grant implementation activities, including the program staff responsible for conducting activities, for the grant funding period. Relevant activities beginning before August 1, 2015, may be included.	• The proposal provides a comprehensive timeline of program activities that is reasonable and comprehensive. • Staff is designated for each activity.	• The proposal provides a comprehensive timeline of program activities that is reasonable. • Staff is designated for most activities.	• The proposal provides a minimal timeline of program activities. • Some staff is designated.	• No timeline is provided, or timeline activities are not clear. • Responsible staff are not identified.
b. Description of the process by which the program will monitor, analyze, and adjust during the implementation of the grant to ensure that program activities are completed on an appropriate timeline.	• The program has a regular internal process to monitor, analyze, and adjust throughout the grant period to ensure appropriate implementation. • The staff will review progress being made toward achieving the required components of the program and make appropriate organizational or programmatic changes. • The staff examine the relationship between program implementation and program impact to determine success.	• The program demonstrates most of the elements of a high-quality program.	• The program demonstrates some of the elements of a high-quality program.	• The program does not demonstrate a process to regularly review and adjust program activities to ensure appropriate implementation.

4. Sustainability (20 points)					
a.	Description of the ongoing plans to develop sustainability and self-sufficiency within the program to ensure high-quality programming for students beyond the grant funding period.	• The program has a plan to develop sustainability and self-sufficiency within the program to ensure high-quality programming beyond the grant funding period.			• It is unclear how the program will continue to sustain high-quality programming beyond the grant funding period.
5.	**Budget and Budget Narrative (5 points)**				
a.	Expenditures are explained and appropriate.	• Budget expenditures are complete and accurate. • Budget narrative explains each item completely and gives calculations to support the amount requested. • Costs are detailed and reasonable for the size of the program and the quality of the services to be provided.		• Expenditures are explained, but do not directly support the goals and activities of the program.	• Expenditures are explained. • Budget narrative does not completely justify each expenditure. • Expenditures for student enrollment are included (not allowable).
b.	Expenditures are appropriate and build sustainability.	• Expenditures are appropriate and support the development of high quality programs. • Expenditures do not supplant current funding. • Expenditures build the program's long-term capacity.		• Expenditures are not all directly tied to program development. • Expenditures do not supplant current funding. • Expenditures may contribute to the program's long-term capacity, but many are short-term purchases.	• Expenditures are not appropriate and support daily programming or student enrollment. • Expenditures do not build long-term program capacity. • Expenditures for student enrollment are included (not allowable).

6.	Additional Materials (5 points)				
a.	Resumes of key program staff are included and demonstrate professional capacity.	• Resumes are included. • Key staff have appropriate education and professional experience, meeting at least the program requirements.			• Resumes are not included, and/or program staff does not meet the program requirements.

b.	Letters of support are included.
	   i. Site leader(s)
	   ii. Additional stakeholders (optional)
		• A letter from the site leader is included for each site.
		• If additional resources are provided by partners, a memorandum of understanding is included.
					• Letters are not included to document knowledge and support of site leader.
					• Additional promised resources are not documented.